

FIFTY-SEVENTH ANNUAL REPORT
OF THE
COLUMBIA INSTITUTION FOR
THE DEAF

TO THE
SECRETARY OF THE INTERIOR

FOR THE FISCAL YEAR
ENDED JUNE 30

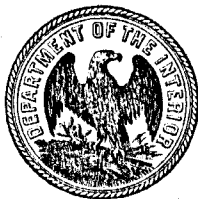
1914



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OFFICERS OF THE INSTITUTION.

Patron.—Woodrow Wilson, President of the United States.
President.—Percival Hall, M. A., Litt. D.
Secretary.—Charles S. Bradley, Esq.
Treasurer.—Geo. X. McLanahan, Esq.
Directors.—Hon. George C. Perkins, Senator from California; Hon. Thetus W. Sims, Member of Congress from Tennessee; Hon. William E. Humphrey, Member of Congress from Washington; Edward Miner Gallaudet, Ph. D., LL. D., of Connecticut; Hon. John W. Foster, Hon. Francis W. Cockrell, R. Ross Perry, Esq., Theodore W. Noyes, Esq., of the District of Columbia; John B. Wight, Esq., of New York; the president and secretary of the institution.

FACULTY OF GALLAUDET COLLEGE.

Emeritus president and professor of moral and political science.—Edward Miner Gallaudet, Ph. D., LL. D.
President and professor of applied mathematics and pedagogy.—Percival Hall, M. A., Litt. D.
Vice president and professor of languages.—Edward Allen Fay, M. A., Ph. D., Sc. D.
Emeritus professor of natural science and lecturer on pedagogy.—Rev. John W. Chickering, M. A.¹
Professor of English and history.—John Burton Hotchkiss, M. A., Litt. D.
Professor of mathematics and Latin.—Amos G. Draper, M. A., Litt. D.
Professor of natural science.—Charles Russell Ely, M. A., Ph. D.
Professor of physics and biology.—Herbert E. Day, M. A.
Professor of Latin.—Allan B. Fay, M. A.
Assistant professor of mathematics and engineering.—Isaac Allison, E. E.
Instructor in English and in charge of the college women.—Elizabeth Peet.
Librarian and instructor in English and mathematics.—Helen Northrop, B. A.
Physical director and instructor in natural science.—Julius J. Heimark, M. A.
Instructor in drawing.—Arthur D. Bryant, B. Ph.
Instructor in agriculture.—Harley D. Drake, B. A.

DEPARTMENT OF ARTICULATION AND NORMAL INSTRUCTION.

Professor in charge.—Percival Hall, M. A., Litt. D.
Instructors.—Lyman Steed, M. A.; Annie E. Jameson; Sarah H. Porter, M. A.
Normal Fellows.—Frances McKee, B. A., Synodical College, Missouri; Josie E. Sims, Kentucky College for Women, Danville.
Normal students.—Julia P. Dougherty, Englewood High School, Illinois; Russell Moore, Chase High School, Kansas; C. Freeman Rice, Baguilo School, Philippine Islands.

FACULTY OF THE KENDALL SCHOOL.

President.—Percival Hall, M. A., Litt. D.
Principal.—Lyman Steed, M. A.
Instructors.—Helen Fay; Musa Marbut, M. A.; Edetha Williams, B. A.; Grace D. Ely; Mary Burch.
Instructor in art and manual training.—Grace Stone.
Instructor in cooking and sewing.—Agnes Suman.

DOMESTIC DEPARTMENT.

Supervisor and disbursing agent.—Louis L. Hooper, M. A.
Attending physician.—Harry H. Donnally, M. D.
Dentist.—J. A. Taylor, D. D. S.
Matron Gallaudet College.—Mary Helen Ferris.
Matron Kendall School.—Harriet Van Deventer.
Boys' matron Kendall School.—Rose E. Bramble.
Boys' supervisor.—Norman Hicks.
Girls' supervisor.—Mrs. Cora V. Troup.
Gardener.—Edward Mangum.
Farmer.—Harley D. Drake, B. A.

¹ Died Nov. 8, 1913.

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FIFTY-SEVENTH ANNUAL REPORT OF THE COLUMBIA INSTITUTION FOR THE DEAF.

COLUMBIA INSTITUTION FOR THE DEAF,
Kendall Green, Washington, D. C., August 31, 1914.

SIR: The number of deaf pupils and students remaining in the institution July 1, 1913, was 96; admitted during the year, 57; total, 153; admitted for the school year 1914-15, 36. From July 1, 1913, to July 1, 1914, there were under instruction 86 males and 67 females; a total of 153, of whom 108 have been in the collegiate department, representing 32 States, the District of Columbia, and Canada; and 45 in the primary department. Of these, 35 were admitted as beneficiaries of the District of Columbia. During the fiscal year, 36 were discharged from the institution by graduation and otherwise.

A list of the names of students and pupils who have been under instruction in this institution since July 1, 1913, including those admitted for the school year 1914-15, will be found appended to this report.

HEALTH.

Excellent health has prevailed during the year among the students and pupils of the institution. The institution physician performed one operation for the removal of tonsils and adenoids, and examined very carefully all new students and pupils on entrance to discover any dangerous physical conditions.

During the fiscal year to be ended June 30, 1915, the services of a dentist will be employed to give special attention to the dental needs of all the students and pupils. It is believed that this will have a beneficial effect upon the general health of all.

CHANGES IN THE CORPS OF OFFICERS AND TEACHERS.

Rev. John W. Chickering, for 25 years an active member of the faculty of Gallaudet College, but for several years past retired, died November 8, 1913.

In response to the large demand for regular instruction in agriculture, Mr. Harley D. Drake, a graduate of Gallaudet College, formerly teacher in the Nebraska school, and for the past three years in charge of our institution farm and dairy, has been appointed instructor in agriculture in the college for the coming year.

Mrs. Mary E. Schonck, our matron, has resigned, and her place has been filled by the appointment of Miss Mary Helen Ferris.

Miss Maud H. Peet, teacher in the Kendall School, has resigned, and her place has been filled by the appointment of Miss Mary A. Burch, an experienced teacher.

Miss Ida M. Parr, instructor in art and manual training in the Kendall School, has resigned to take up work elsewhere. Her place

has been filled by the appointment of Miss Grace Stone, a graduate of the Oswego Manual Training School.

Mr. George W. Harlow, boys' supervisor in the Kendall School, and Miss Elizabeth Paul, girls' supervisor in the Kendall School, have resigned to accept more advantageous positions. Their places have been filled by Mr. Norman Hicks and Mrs. Cora V. Troup, respectively.

Mrs. E. A. Frey, matron of the Kendall School boys, has resigned, and her position has been filled by Miss Rose E. Bramble.

COURSE OF INSTRUCTION.

The course of instruction has been carried out as reported in the fifty-sixth annual report. Eight young men pursued special courses in chemistry under the professor of natural science, and 18 young men took a course in agriculture under the institution farmer. One young lady did special work in library cataloguing under our librarian. The demand for this kind of work is expected to increase in the future, and provision should be made for work in additional practical lines. Among the subjects which should assist our students in a practical way are business methods, mechanical drawing and designing, and domestic science.

LECTURES.

The following special lectures have been delivered during the year:

IN THE COLLEGE.

College Life Fifty Years Ago.....	Vice President Fay.
The Israel of the Alps.....	Dr. Hotchkiss.
The Battle of Bennington.....	Dr. Draper.
Some Facts in Regard to Radium.....	Dr. Ely.
First Aid.....	Prof. Day.
Cyrano de Bergerac.....	Prof. Fay.
The Panama Canal.....	Prof. Allison.
The Life Work of Isaac Lewis Peet.....	Miss Peet.

IN THE KENDALL SCHOOL.

The Panama Canal.....	Mr. Settles.
An American Hero and Heroine.....	Miss Deem.
The Prince and the Pauper.....	Miss Fulkerson.
Rip Van Winkle.....	Miss Lee.
American History Stories.....	Mr. Steed.

FINANCES.

Receipts and expenses.

	Receipts.	Expenses.		Receipts.	Expenses.
HOUSEKEEPING DEPARTMENT.			ADMINISTRATION AND OFFICE.		
Salaries.....		\$5, 130. 39	Salaries.....		\$5, 658. 78
Milk.....		8. 35	Supplies.....		204. 64
Meats.....	\$110. 46	5, 491. 53	Equipment.....		177. 96
Groceries.....	6. 19	3, 038. 68	Communication service.....	\$54. 82	705. 92
Fruit and vegetables.....		1, 724. 10	Printing.....		249. 22
Dairy produce.....	. 74	1, 879. 29	Auditing and account books.....		386. 65
Bread and crackers.....	. 20	1, 410. 25	Sundries.....	1. 35	12. 22
Fish.....		298. 30			
Prepared desserts.....		437. 70	Total.....	50. 17	8, 485. 59
Ice.....		449. 75			
Supplies.....	. 45	894. 01	GROUNDS.		
Equipment.....	. 75	645. 75	Salaries.....		3, 230. 02
Sundries.....	1. 00	55. 33	Supplies.....	13. 70	550. 60
Board.....	1. 00		Equipment.....	2. 00	125. 75
Total.....	120. 79	21, 464. 03	Teaming.....		486. 13

Receipts and expenses—Continued.

	Receipts.	Expenses.		Receipts.	Expenses.
GROUND—continued.			GARAGE—continued.		
Board and care of horses.....		\$9.00	Repairs.....		\$330.07
Sundries.....	\$57.88	70.00	Sundries.....		5.50
Total.....	73.58	4,470.50	Total.....	\$1.80	1,409.23
LAUNDRY.			IMPROVEMENTS, RENEWALS, AND REPAIRS.		
Salaries.....		1,198.39	Salaries.....		3,069.45
Supplies.....		176.30	Materials and supplies.....	30.63	2,229.62
Equipment.....		21.45	Equipment.....	.50	52.20
Sundries.....		1.75	Contracts.....	1.85	3,771.24
Total.....		1,397.89	Total.....	32.98	9,122.51
FARM.¹			KENDALL SCHOOL.		
Salaries.....		2,382.21	Salaries.....		8,722.86
Feed.....		1,868.42	Supplies.....	6.28	539.80
Plants and seeds.....		82.38	Equipment.....		461.20
Supplies.....	6.00	297.46	Medical expenses.....	7.62	397.14
Live stock.....	7.50	1,872.00	Sundries.....	40.00	93.45
Equipment.....		74.75	Total.....	53.90	10,214.54
Care of live stock.....		91.07	LIGHT, HEAT, AND POWER.		
Teaming.....		40.83	Salaries.....		1,276.50
Repairs.....	5.60	523.63	Coal.....		3,751.24
Sundries.....		75.30	Gas.....	25.20	1,449.19
Mil.....	488.09		Supplies.....		203.15
Fruit and vegetables.....	24.61		Equipment.....		122.09
Poultry and eggs.....	46.65		Sundries.....		33.10
Live stock.....	1,031.81		Total.....	25.20	6,835.27
Sundries.....	25.65		MISCELLANEOUS.		
Total.....	1,628.91	7,308.05	Travelling.....		173.91
GALLAUDET COLLEGE.			Student merchandise.....		438.09
Salaries.....		20,251.14	Presents, subscriptions, and advances.....	60.00	67.20
Library supplies and equip- ment.....		244.63	Sundries.....		19.45
Laboratory supplies and equipment.....		199.72	United States appropriations.....	86,400.00	
Supplies.....	.80	233.54	Tuition, Gallaudet College.....	1,949.25	
Equipment.....	2.25	1,015.32	Tuition, Kendall School.....	4,625.00	
Medical expenses.....	100.10	591.25	Equipment, produce, and jun sold.....	85.44	
Sundries.....		108.65	Student merchandise.....	532.97	
Total.....	103.15	22,644.25	Sundries.....	582.04	200.00
NORMAL.			Total.....	94,235.60	898.68
Salaries.....		1,426.34	Total receipts.....	96,342.08	
GARAGE.			Total expenses.....		95,676.88
Salaries.....		647.00	Cash on hand July 1, 1913.....	465.64	
Gasoline and oil.....	1.80	124.22	Cash on hand June 30, 1913.....		1,130.84
Supplies.....		210.69	Grand total.....	96,807.72	96,807.72
Equipment.....		91.75			

¹ In addition, the housekeeping department received produce valued at \$4,123.78, as follows: Milk, \$3,245.67; meat, \$178.89; fruit and vegetables, \$235.27; dairy products, \$163.95.

Statement of the treasurer for the 18 months ending June 30, 1914.

GENERAL FUND.

1913.		
Jan.	1. By balance.....	\$548.02
	By 3 Chesapeake & Potomac Telephone Co. coupons, at \$25.....	75.00
	By 12 Chesapeake & Ohio Railway Co. coupons, at \$22.50.....	270.00
	By 3 Columbia Railway Co. coupons, at \$12.50.....	37.50
	By 6 months' interest to June 30, 1913, on balance in Union Trust Co.....	11.32

1913.

Jan.	1.	By 6 months' interest to Dec. 31, 1913, on balance in Union Trust Co.....	\$14. 35
		By 6 months' interest to June 30, 1914, on balance in Union Trust Co.....	11. 57
			<hr/> 967. 76

Jan.	29.	To American Surety Co. of New York, premium on bond of treasurer to Mar. 19, 1914.....	25. 00
Apr.	5.	To Union Trust Co., rent of safe deposit box to Apr. 6, 1914.....	4. 00
Dec.	31.	To G. X. McLanahan, bookkeeping expenses, treasurer's office, from Jan. 1, 1913, to Dec. 31, 1913.....	50. 00

1914.

Feb.	26.	To American Surety Co. of New York, premium on bond of treasurer to Mar. 19, 1915.....	25. 00
Apr.	3.	To Union Trust Co., rent of safe deposit box to Apr. 6, 1915.....	4. 00
June	30.	To balance.....	859. 76
			<hr/> 967. 76

MANUAL LABOR FUND.

1913.

Jan.	1.	By balance.....	\$335. 00
		By 12 Southern Railway Co. coupons, at \$25.....	300. 00
		By 3 Chesapeake & Ohio Railway Co. coupons, at \$22.50.....	67. 50
			<hr/> 702. 50

1914.

Feb.	17.	To Percival Hall, to apply to salaries of teachers.....	314. 60
June	30.	To balance.....	387. 90
			<hr/> 702. 50

MEMORIAL ART FUND.

1913.

Jan.	1.	By balance.....	\$128. 18
		By 6 United States 1898 coupons, at \$0.75.....	4. 50
		By 3 Washington Railway & Electric Co. coupons, at \$10.....	30. 00
			<hr/> 162. 68

1914.

June	30.	To balance.....	162. 68
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Summary of balances June 30, 1914.

General fund.....	\$859. 76
Manual labor fund.....	387. 90
Memorial art fund.....	162. 68
Total.....	<hr/> 1, 410. 34

List of securities held by George X. McLanahan, treasurer.

GENERAL FUND.

Four Chesapeake & Ohio Railway Co. general mortgage 4½ per cent bonds of 1892; par value, \$1,000; principal due March 1, 1992; interest due March and September coupons, \$22.50 each; bonds Nos. 8170, 18518, 5165, 20910 registered April 2, 1904.

One Chesapeake & Potomac Telephone Co., consolidated mortgage 5 per cent bond of 1899; par value, \$1,000; principal due July 1, 1929; interest due January and July; coupons, \$25; bond No. 386 not registered.

One Columbia Railway Co. of the District of Columbia 5 per cent extended mortgage gold bond, dated December, 1898; par value, \$500; principal due October 1, 1914; interest due April and October; coupons, \$12.50; bond No. 812 not registered.

MANUAL LABOR FUND.

One Chesapeake & Ohio Railway Co. general mortgage 4½ per cent bond of 1892; par value, \$1,000; principal due March 1, 1902; interest due March and September; coupons, \$22.50; bond No. 22079 registered April 2, 1904.

Four Southern Railway Co., first consolidated mortgage 5 per cent bonds of October 2, 1894; par value, \$1,000; principal due July 1, 1904; interest due January and July; coupons, \$25 each; bond No. 5136 registered April 2, 1904; bond No. 37387 registered January 18, 1904; bond No. 37386 registered January 18, 1904; bond No. 22274 registered January 18, 1904.

MEMORIAL ART FUND.

One Washington Railway & Electric Co. consolidated mortgage 4 per cent 50-year gold bond; par value, \$500; principal due December 1, 1951; interest due June and December; coupons, \$10; bond No. 17027, dated March 1, 1902, not registered.

One United States 3 per cent loan of 1898; par value, \$100; principal due August, 1918; interest due February, May, August, and November; coupons, \$0.75; bond No. 49170 not registered.

ESTIMATES FOR THE FISCAL YEAR ENDING JUNE 30, 1916.

The following estimates for the fiscal year ending June 30, 1916, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$83,750.

For repairs to the buildings of the institution, including plumbing and steam fitting, and for repairs to pavements within the grounds, \$6,000.

For the removal of the college women's dormitory and the construction, equipment, and furnishing a new dormitory to replace it, and for necessary repairs to walks and grading of grounds adjacent to said dormitory, \$90,000.

A small increase is asked for the current expenses to provide for a storekeeper and for other changes in salaries. No increase is asked for special repairs and improvements. The only additional item requested is for the new dormitory for our college women. The request for this dormitory has been before Congress for some time. It has been recognized by all who have examined into the condition of the building used at present as a most necessary improvement at our institution. The building now in use for housing the young deaf women of our college is the oldest of our buildings, is in poor repair, is overcrowded, and dangerous in case of fire.

EXERCISES OF PRESENTATION DAY.

The public anniversary of the collegiate department was held in the college chapel on Wednesday, May 6. Rev. John Brittain Clark, D. D., of the First Presbyterian Church, in which the inaugural exercises at the opening of the college in 1864 were held, offered the opening prayer. Short historical addresses were made by Emeritus President Gallaudet and President Hall. Prof. C. Alphonso Smith, of the University of Virginia, gave an address on "Some of the Distinctive Assets of Gallaudet College." The orations given by members of the graduating class were as follows:

The Feasts of Judah, by Rebecca Helen Rosenstein, of Pennsylvania.
One of California's Gems, by Edith Mabel Nelson, of California.
Specialization, by Lawrence Erle Johnson, of Ontario, Canada.

Candidates for degrees were presented by Dr. C. R. Ely, Vice President Day, and President Hall, as follows:

For the degree of master of arts.

Frederick Henry Hughes, B. A., 1913, Gallaudet College.

NORMAL FELLOWS.

Helen Bulkley Fulkerson, B. L., Lexington College, Missouri.
Lucy Lee, B. A., Kentucky College for Women, Danville.
Clarence Jacob Settles, B. L., Westminster College, Missouri.

For the degree of bachelor of arts.

Walter Goreth Durian. Lawrence Erle Johnson.
William Oscar Hunter. Edith Mabel Nelson.
Rebecca Helen Rosenstein.

For the degree of bachelor of philosophy.

Alpha William Patterson.

For the degree of bachelor of letters.

Dora Campbell.

NORMAL STUDENT.

Hattie Lula Deem, Jackson High School, Mississippi.

The degree of master of arts was conferred upon three graduates of the college, as follows:

Peter Niklas Peterson, B. A., 1898, Gallaudet College.
Margaret Mary Loveck, B. A., 1909, Gallaudet College.
Leslie Andrew Elmer, B. A., 1911, Gallaudet College.

Dean William A. Wilbur, of the George Washington University, addressed the candidates on "The Development of Duty in Human Life."

The benediction was pronounced by the Rev. Herbert C. Merrill, a graduate of the college and missionary to the deaf in Washington, D. C.

CONFERRING OF DEGREES.

On the closing day of the term, June 12, 1914, degrees were conferred in accordance with the recommendations of presentation day, except that in the case of Miss Edith Ruth Knox deficiencies were made up and the degree of bachelor of letters granted; in the cases of Miss Dora Campbell and Mr. Alpha William Patterson deficiencies were made up and the degree of bachelor of arts granted to each.

Miss Helen Bulkley Fulkerson, of the normal department, being obliged to return home before the completion of her course, the granting of her degree was deferred.

ALUMNI CELEBRATION IN HONOR OF THE FIFTIETH ANNIVERSARY OF THE FOUNDING OF GALLAUDET COLLEGE.

From June 22 to June 25 a reunion of former students and graduates of the college was held at Kendall Green to celebrate the fiftieth anniversary of the opening of the collegiate department of the institution.

On April 8, 1864, President Abraham Lincoln signed an act giving to the Columbia Institution for the Deaf the right to confer college

degrees. Since that time over 900 students have been enrolled in the collegiate department, and about 350 have received college degrees. At the reunion nearly 250 of the former students and graduates assembled for appropriate exercises at Kendall Green. Addresses of welcome were given by Hon. Franklin K. Lane, Secretary of the Interior, Emeritus President Gallaudet, and President Hall.

Honorary degrees were presented by Emeritus President Gallaudet as follows:

Doctor of science:

James Henry Logan, of the class of 1869.

Olof Hanson, of the class of 1886.

Doctor of divinity:

Rev. Philip J. Hasenstab, of the class of 1885.

Rev. James Henry Cloud, of the class of 1886.

Doctor of letters:

Samuel Gaston Davidson, of the class of 1885.

Joseph Schuyler Long, of the class of 1889.

Master of arts:

Miss Laura C. Sheridan, of the Illinois school.

Mrs. Sylvia Chapin Balis, of the Ontario school.

Papers expressing appreciation of the work of the collegiate department and its influence for good on the deaf people of the United States and other countries were presented by Dr. J. R. Dobyns, superintendent of the Mississippi School for the Deaf; by Dr. Robert Patterson, principal of the Ohio School for the Deaf; by Mrs. Sylvia Chapin Balis, of the Ontario School for the Deaf; and by Rev. Francis Maginn, missionary to the deaf in Ireland.

A resolution was passed urging the extension of technical instruction in the collegiate department. This gathering of educated deaf people from all parts of the United States was one of the most notable in the history of the world, representing as it did a great body of educated, self-supporting deaf men and women, whom the United States once assisted on the road to success through the Columbia Institution for the Deaf, and who now represent many professions, successful homes, and helpful citizenship.

CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

The nineteenth meeting of the Convention of American Instructors of the Deaf was held at the Virginia School for the Deaf at Staunton from June 25 to July 1, inclusive. The Columbia Institution for the Deaf was represented on the program by President Hall, Dr. Charles R. Ely, Dr. Amos G. Draper, Mr. Harley D. Drake, Miss Sarah H. Porter, Miss Elizabeth Peet, and Mr. Lyman Steed. There were also in attendance at the meeting, from our institution, Emeritus President Gallaudet, Vice President Fay, Dr. John B. Hotchkiss, Miss Helen B. Fay, Prof. A. B. Fay, Prof. H. E. Day, and Miss Agnes Suman. Emeritus President Gallaudet was unanimously reelected to the office of president of the convention. Prof. Herbert E. Day served as secretary of the meeting, and President Percival Hall was elected to the vice presidency for the term of 1914-1917.

All of which is respectfully submitted.

PERCIVAL HALL,
President.

The SECRETARY OF THE INTERIOR.

ADDRESSES DELIVERED ON PRESENTATION DAY,
MAY 6, 1914.

ADDRESS OF EMERITUS PRESIDENT E. M. GALLAUDET.

The Prenatal History of the College.

I have been asked to tell how it came about that the college for the deaf was authorized and sustained by the Congress of the United States. I have hesitated to do this, because the story necessarily required much allusion to myself, and I have not wished to seem to make my part prominent. And so I must ask those who hear to believe that I have no desire to magnify my office, but wish only to have the facts of history known, with sincere thanks to the helping Providence, which enabled me to bring about the establishment of an institution which has proved a benefaction to many worthy young people.

As I was about to graduate from the Hartford High School, at the age of 14, a prominent business man offered me a position which I was very eager to take. My father objected on account of my youth, and said he wished to give me a college education, and that he hoped I might be disposed to be a teacher of the deaf. His suggestion did not appeal to me, and I assured him my ambition was to be a business man and amass a fortune. He said that if I must go into business he hoped I would not be a banker, as he regarded that profession as narrowing to the mind.

A few weeks later my father died, and I was left to make my way in the world. Very shortly after my father's death the president of a bank in Hartford offered me a position, which I accepted in spite of what my father had said as to the narrowing influence of banking.

Continuing in the bank three years, I came to realize the justice of my father's judgment and resigned my position to enter college.

Before the completion of my college course I was offered a position as instructor in the school for the deaf, which my father had founded 40 years before, and took up with enthusiasm the work my father hoped I would engage in.

Among my colleagues in the school for the deaf there was a man a few years older than myself, with whom I became intimate and with whom I often talked of the possibility of establishing, somewhere, a college for the deaf. We agreed that as soon as some wealthy person could be found who would furnish the requisite endowment we would undertake the organization of the much to be desired college.

When I had been connected with the Hartford School for the Deaf but a little more than a year I received a letter from the Hon. Amos Kendall, of Washington, D. C., formerly Postmaster General, asking me if I would accept the superintendency of a school for the deaf and the blind of the District of Columbia, which had already been chartered by Congress.

I consulted with my friend and colleague, asking if he thought it reasonable to suppose that Congress might be disposed to allow the District school to be developed into a college. He was eager in his approval of this idea and advised me to go at once to Washington and confer with Mr. Kendall, securing, if possible, his approval and that of his co-trustees of the college plan. I went to Washington and found Mr. Kendall quite ready to second my plan. It was not long before I was in charge of the new school and I had little difficulty in securing for it the liberal support of Congress.

By a fortunate inadvertence on the part of Mr. Kendall, who drew up the charter of the Columbia Institution, no limit was set to the time during which the beneficiaries of the Government might remain under instruction. So long as they could be benefited, they might continue in the school. To start a college, therefore, it would only be necessary to add a college course of study to the curriculum of the school and carry forward such of its pupils as were capable and desirous of going further.

The Columbia Institution began its work as a primary school in 1857. In the annual report of the institution for 1862 the importance of a college for the deaf mutes of the entire country was urged, and the propriety of asking the support of Congress for such a school was shown. Two years later several of its pupils had so far advanced in scholarship as to suggest the desirability of giving them a higher course of study.

I consulted Senator Grimes, of Iowa, who was then chairman of the Committee on the District of Columbia, and won his support to the idea of conferring collegiate powers on the Columbia Institution. I prepared a bill authorizing the institution to confer "such degrees as are usually granted and conferred in colleges," of which Senator Grimes secured the approval of his committee.

The bill was soon reported to the Senate and put upon its passage. Several Senators opposed it, claiming it was ridiculous to suppose that deaf mutes would be found capable of mastering collegiate courses of study. But Senator Grimes had the support of Senator Clark, of New Hampshire, who advocated the bill in a strong and eloquent speech, and it was passed without a negative vote.

The bill went through the House without opposition, and was signed by President Lincoln on the 8th of April, 1864.

During the session of that year Congress made an appropriation of \$26,000 to enlarge the accommodations of the institution, and the college was publicly inaugurated at a meeting in the First Presbyterian Church in June, 1864. At this meeting the institution for the first time exercised its collegiate powers by conferring the honorary degree of master of arts on John Carlin, of New York, a deaf-mute artist of unusual intellectual power. Mr. Carlin had published articles favoring a college for the deaf, and was a poet of no mean ability. He made an eloquent address at the inauguration of the college.

In the summer of 1864 a circular was issued by the institution informing the schools throughout the country that a collegiate department would be opened in the Columbia Institution in September and inviting the attendance of pupils from the State schools. Nine young people responded to this invitation, and four pupils of the Columbia Institution were added to this number, the collegiate department thus

opening with thirteen students. One professor and one instructor were employed to teach these students, and a building on the property purchased with the appropriation of \$26,000 already referred to was sufficient to accommodate the new department. The support of the students from outside the District of Columbia was provided for by scholarships given by private individuals.

President Garfield, who from the time of his advent to Congress took a lively interest in the college, alluded in an address at one of the public anniversaries to the interesting fact that Congress was willing, while the burdens of the Civil War were heavy, to authorize and support such a benevolent institution as a national college for the deaf. It is also an interesting fact that the appropriation of \$26,000 was paid out of the Treasury at a time when the Capital was cut off from all communication with the outside world.

I trust it may not be presumptuous on my part to say that the events of 50 years on Kendall Green have justified the efforts put forth in the prenatal days in behalf of the college; and to express the hope that, so long as there are to be found in our country deaf young men and women capable and deserving of securing the higher education, Congress may be found willing to support the college for the deaf, which has had its favor so long.

ADDRESS OF PRESIDENT HALL.

Historical Sketch of Gallaudet College.

The first degree in course was granted in 1866, by the National Deaf-Mut College, to Melville Ballard, who later served the institution for more than 40 years as instructor in the primary department.

In 1867, only three years after the opening of the college, the generosity of Congress toward the cause of education of the deaf was shown by the passage of a law providing for the admission to the new department of 10 students from the States and Territories on free scholarships. This number of free scholarships has gradually been increased until at the present time there are open to deserving deaf young men and women 100 free scholarships in Gallaudet College. From time to time liberal appropriations have been made by Congress, and the present buildings, including this chapel, a gymnasium, an administration building and dormitory for the young men, school building and dormitories for the primary department, a central power plant, and quarters for the officers and teachers of the institution have been provided at a total expense of over half a million dollars. Shortly after the death of the Hon. Amos Kendall his estate of some 83 acres was added to the property of the institution through subscriptions made on the earnest appeal of President Gallaudet and through a further appropriation by the Federal Government, so that now Kendall Green, named in honor of Amos Kendall, contains over 100 acres in woodland, farm, and lawns, which are used for the benefit of the students and pupils of the institution.

Some years prior to 1887 an earnest effort was made by a young deaf woman to have the college open to women students. This young woman was Miss Laura C. Sheridan, whom Gallaudet College is remembering to-day with an honorary degree of master of arts. Although

she herself never attended college, her work and that of others soon bore fruit, and in 1887 its doors were thrown open to young women. The first degree conferred upon a woman was given, in 1892, to Miss Alto May Lowman, of Maryland.

By 1890 the demand for trained hearing teachers of the deaf had become much greater than the supply, and it was therefore decided to provide a normal department in connection with the college, in which should be received young men and young women of liberal education, who could be trained in all methods of instructing the deaf, and who could be relied upon to educate properly the deaf children in the various State schools. This department was opened in 1891, and since that time has furnished to this institution a number of instructors and professors, and to the State schools for the deaf many valuable teachers. Numerous State schools for the deaf throughout the country are now having their educational work directed by the graduates of our normal department.

In 1894 the name of the collegiate department, which had been up to that time the National Deaf-Mute College, was changed in honor of Thomas Hopkins Gallaudet, the founder of deaf-mute education in the United States, to Gallaudet College.

In 1907, in response to letters of inquiry sent out to many of our graduates, a careful revision of the curriculum was made with a view to introducing more thorough training in English, a larger variety of subjects of instruction, and the inclusion of more practical lines of work for those desiring to specialize. So that beside the ordinary work for the degree of bachelor of arts, the students are now offered work in library cataloguing, special courses in chemical analysis, and work in scientific farming.

The standard of admission to the college has been raised from time to time, but in spite of this fact the number of students has increased and there are now enrolled 113 young men and young women from 31 States of the United States and the Dominion of Canada.

From the opening of the doors of the institution to college students in 1864 down to the present time there have been 359 graduates who have received the bachelor's degree; 40 have received the degree of master of arts, and 2 the degree of master of science in course. Fifty-three honorary degrees have been given and the normal department has graduated 78 young men and women, who have also received the degree of master of arts in course.

The graduates of the college have entered into many fields of work. They have become artists, insurance writers, architects, sculptors, dentists, editors, and business men, but the avenues to which the largest number have turned have been chemistry, farming, missionary work for the deaf, civil service of the United States, and teaching. Wherever they have been and whatever avenues of work they have entered, they have taken with them higher ideals of education and of life and have joined gladly and successfully in uplifting the deaf population of the United States. Not only have they done this, but, without question, by their success in spite of handicaps and by their example of courage and endeavor they have made the hearing world better for their presence in it.

ADDRESS BY PROF. C. ALPHONSO SMITH, UNIVERSITY OF VIRGINIA.

Some of the Distinctive Assets of Gallaudet College.

Ladies and gentlemen, Presentation Day at Gallaudet College assumes on this occasion a new significance. Hitherto Presentation Day has meant the day when the graduates are presented for their degrees. To-day it means not only the time when the graduates are presented for their degrees, but it means that Gallaudet College presents the first 50 years of its career for review and appraisal.

Fifty years, ladies and gentlemen, is not a very long time in the life of an institution, but it is long enough for that institution to attain a distinctive individuality and to reveal its distinctive worth and its distinctive ideals. I come to you to-day to bring the sincere congratulations and the hearty greetings of your sister institutions. I would congratulate you, ladies and gentlemen, first on the name that this college bears. I congratulate you because at its masthead there floats the name "Gallaudet." I congratulate you because this college is the residuary legatee of all that that name connotes. I know that Shakespeare declares that names make very little difference. He himself has said, or he has made Juliet say, "What's in a name? That which we call a rose by any other name would smell as sweet." I have always doubted the truth of the principle that the great dramatist here expresses. I have no doubt that the rose would emit the same odor, but I doubt whether that odor would appeal as greatly to us if, instead of being called a rose, it had always been called a cocklebur, or dock, or onion, or jimson weed. But, however it may be with flowers, it is not true with institutions. The dynamic of a great name is a priceless asset, and no one to-day, ladies and gentlemen, can question the priority or the primacy of the name "Gallaudet" in the history of those who have given their service and their lives to the instruction of the deaf. Robert Browning was once shown a group of statuary that portrayed in marble two children, Constance and Arthur Fairbairn. They were deaf and dumb, and Browning sat down and wrote these lines:

Only the prism's obstruction shows aright
The secret of a sunbeam, breaks its light
Into the jewelled bow from blankest white;
So may a glory from defect arise.

Upon you, Dr. Gallaudet, and upon your father and your brother, some of the glory wrought of defect shall forever abide.

Ladies and gentlemen, I bring you our congratulations and greetings because, in the second place, of the number and quality of the men and women who have gone out from this institution. I believe that the graduates of Gallaudet College have attained to a certain unique distinction not attained by the graduates of other institutions. It is very easy to glance at the catalogue of this college and to see, in the first place, that the graduates of this institution, in proportion to numbers, are more representative than the graduates of any other institution in America. They come from more States and Territories. It is also easy to see that they are distinguished for the high positions of usefulness and honor which they hold to-day. But that is not the distinction that I have in mind. The distinctive quality of this institution, ladies and gentlemen, is this: Your grad-

uates belong to the great brotherhood and sisterhood of those who have learned to turn stumbling blocks into stepping-stones. And there is no better definition of real education than that—to turn stumbling blocks into stepping-stones. Graduates of this institution are those who have won disciplined strength by overcoming difficulties and by surmounting obstacles. In a general way you may say, "Is that not true of all graduates?" I am afraid it is not. There is a tendency to-day to make education the mere following of the line of least resistance; but, ladies and gentlemen, nothing great, nothing noble, ever yet came from following the line of least resistance. And the graduates of this college bear the distinction that whatever else they have learned or whatever they have not learned, they have at least learned that great lesson that the highest life comes from struggle, from difficulties overcome, and from obstacles surmounted. When I look at a graduate of this college I am not thinking of the diploma that he has in his hand. I am not thinking of the four years of instruction here. I am thinking of the great principle that that graduate illustrates, because there is nothing nobler in human nature than not to evade a difficulty, not to give up to a difficulty, but to take that difficulty and make yourself stronger and better, not in spite of it, but because of it. So, ladies and gentlemen, I would bring our especial greetings to the graduates of this institution, because you have achieved the great achievement, higher than which there is none.

But there is another distinction possessed by this institution which is shared by no other institution of its kind. It is the great ideal that Gallaudet College embodies. An ideal, ladies and gentlemen, is not an idea. There is a great deal of difference between what we call ideals and what we call ideas. An idea is something that we think about. An ideal is something toward which we strive. An idea may be static, as you would call it in physics. An ideal is always dynamic. An idea is a ladder lying prone on the ground. An ideal is a ladder erect with a foot on the round. I say this institution embodies a greater ideal than has yet been embodied by any institution for the training of the deaf, for this college is the only college for the deaf in the world. This institution, and this institution alone, stands for the great ideal that there shall be given to every deaf person unlimited opportunity for self-development. Ralph Waldo Emerson, the poet and thinker, declared that America means opportunity, and no better definition of America was ever given than that. America does mean opportunity. But it was not until 1864 that that great principle found illustration in a college for the training of the deaf. A German writer, commenting upon American literature, declares that the central note in it, the special characteristic of all our great writers, has been idealism—high and lofty idealism. And he says it is no wonder that Longfellow's poem "Excelsior" was written by an American, because the excelsior note is the dominant note in American literature.

This college, ladies and gentlemen, is "Excelsior" wrought into an institution. It stands for justice, not charity. This college, and this college alone, stands for the principle that a limitation upon one faculty shall not be a limitation upon all faculties, but rather a challenge to all faculties. It stands for the principle that the men

and women who enter here shall see before them the same shining goal that beckons to the men and women who enter other colleges. It stands for the principle that the human mind, if compassed by eternal silence, shall be compassed also by eternal truth.

To you, Mr. President, and your collaborators, I bring the hearty greeting of the University of Virginia and its sister institutions for the illustrious half century which to-day closes. And we bid you God speed as you enter to-day upon the new half century which is certain to witness greater achievements than the half century which we now call the past.

ADDRESS OF THE SECRETARY OF THE INTERIOR, HON. FRANKLIN K. LANE, TO THE ALUMNI AND STUDENTS OF GALLAUDET COLLEGE, JUNE 22, 1914.

The bravest sight in all this world is a man fighting against odds.

The swimmer with his head upstream, the climber facing the storm, the soldier with his back to the wall.

The rich young man putting away the easy cup of pleasure which drags into uselessness.

Abraham Lincoln, the tired plowboy, making the cabin fire light his path to knowledge. Helen Keller, fighting her way up out of the lonesome darkness, slowly rising, step by step, on the golden-runged ladder of imagination out of a voiceless, nameless, colorless, formless, thoughtless, hideous world into one of friendship, purpose, and beauty. These are our heroes.

We envy the gifted—the swift runner, the sweet singer, the burdenless—we call them the chosen of the gods. But our hearts go out to those who are not started at the scratch, the ones who have a handicap, who know it and in whom rebellious bitterness is transformed into resolution. Their triumph makes us all proud.

And that is why we are here to-day—to rejoice with you. You have triumphed, and we wish a share in that triumph. Nature in one of her mysterious moods placed her hands upon your ears, and in so doing dared you to presume to play life's game as men and women. You took up that challenge. And now you have come home—not seeking honors, spurning sympathy, to lay the tribute of your affectionate appreciation at the feet of those who pointed out the way by which you foiled mischievous nature. Whatever your modesty, we may be permitted in our pride to say "You have made good." And those words are American for the ribbon of the Legion of Honor and the Victoria Cross.

This I beheld, or dreamed it in a dream—
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.
A craven hung along the battle's edge,
And thought, "Had I a sword of keener steel—
That blue blade that the king's son bears—but this
Blunt thing!"—he snapt and flung it from his hand,
And lowering crept away and left the field.
Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day.

Those lines are by E. R. Sill, who also wrote those exquisite lines "The fool's prayer," with which you are perhaps familiar—if not, you should be. The title given by Mr. Sill to his lines is "Opportunity," but that generalization does not fix the idea which it conveys to me; a more appropriate title would be "The Thoroughbred," for to the king's son that broken sword was a challenge. You, teachers and preachers, engineers and artists, mechanics and architects, who have by force of character linked yourselves to the world and refused to despair while there was so much as a broken sword to your hand, are the ones to whom that poem in its thought is dedicated.

A group of bold adventurers—that's what you are. Everyone with a spirit that would dare to question the sphinx, nature intended that you should not know what I am saying. But here you are, reading my thoughts as soon as they touch my lips, and perhaps earlier still. Why this refusal to accept the decree of nature? What was the spirit that made you seek to master those secrets which it apparently had not been intended should be yours? What kind of a Columbus voyage was this you took when you broke out into this new world and determined to make it your own?

Ah, perhaps what you have done is after all what all have done who "fought and toiled and ruled and loved and made this world." Your progress may be but the symbol of the progress of all civilization. The "mythical hanker after something higher" drives the adventurous ones to go forth and find some way which nature had concealed and made most hard. If she will not let us hear, we will see, and if she lays her hands upon our eyes we will make 10 eyes out of our 10 fingers.

What a world of adventure we do live in—every day, inside of ourselves, outside of ourselves, always making nature serve us willy-nilly, and all out of the intrepidity of our adventurous spirits.

Doubtless many of you saw the first public flight of an aeroplane just across the Potomac five or six years ago. Then we witnessed a triumph over the last of the three great powers. The earth was ours and the fullness thereof, the sea and all that dwelt therein. But this thin mysterious gas which enveloped us was an eternal challenge, an ever present proof of our weakness; its softest zephyr was a word of defiance. But the air is ours now—ours to use; ours to bring closer together all men, which seems to be the resolute and underlying purpose of this upward trend called civilization. Now, we can play in the heavens and make sport with the birds of the air. Yet, is this capture of the air more of a grand adventure than the capture of the fleeting word—an adventure that each one of you went upon when he first sought to make the world his against the apparent mandate of nature? And what is civilization but the recording of all such adventures, gropings, searchings, reaching out of hands? This life is worth while because nature has issued her challenge to everyone, to all mankind.

In Paris, on the boulevard which faces the tomb of Napoleon, there is a statue of Pasteur. The seated figure of the scientist crowns a marble column. On the sides of the column are four bas-reliefs—one a girl plucking grapes, another a boy tending sheep, the third a man driving oxen—all testifying to the debt the world owes to this quiet student for the driving out of diseases which threatened

the life of the grape, the sheep, and the cattle. On the front of the column is a group which should make the name of Falquiere immortal. Half risen from her couch, with haggard face, an invalid girl is leaning against her mother, who is looking up into the eyes of Pasteur with supreme gratitude, while shrinking away from these two, with back toward them and turning the corner of the pedestal, is the defeated figure of death.

The man does not live, or if he does I do not wish to know him, who can stand in the presence of those two monuments and not say in his heart "I would rather be that simple, patient man of science than the conqueror of Europe." And yet I believe Napoleon was almost as necessary to the world as he believed himself to be—a pitiless upturner of old things, who plowed the soil of nations for the upspringing of a new and stronger crop.

Pasteur, however, typifies the spirit of our new day, wherein man's mind triumphs over resisting, unwilling, terrorizing nature. Man has been dominated by his fears. His battles and his preachings and his politics have been based upon the dread of something worse that might befall him. But ours is a day of gladness, because it is the day of hope. We have shifted the fight. Instead of creating fear, we are destroying fears. Instead of adding to the burdens of those afflicted, we are lifting those burdens. Instead of rejecting those whom nature has handicapped as unfit, we are rejoicing together that none are unfit who have stout hearts.

CATALOGUE OF STUDENTS, BY STATES. IN THE COLLEGE.

Alabama:	Kentucky:
Harper, Florence.	Fowler, Amy.
Arkansas:	Martin, Ashland.
Daves, Lula. ¹	Martin, Katherine.
Patterson, Alpha W.	Louisiana:
Smith, James M. ¹	Courrege, Armand S. ¹
Wade, Fanny. ¹	Maryland:
California:	Hetzler, Harry W. ¹
Davidson, Melvin.	Miller, William F.
Nelson, Edith M.	Michigan:
Colorado:	Mohr, Ross V.
Braddock, Guilbert. ²	Minnesota:
Burt, Ruia.	Doran, Ethel A. ¹
Studd, Ada. ²	Jacobson, John M.
Vogliotti, Fred. ¹	Lee, Alfred. ²
Connecticut:	Post, Eunice. ¹
Rockwell, Walter.	Spong, Hilda. ¹
Sullivan, James.	Mississippi:
District of Columbia:	Gwin, Lilly.
Edington, Wallace D.	Pearson, Lawrence S.
Galloway, Morton.	Missouri:
Hoke, Fannie.	Claussen, Hugo. ¹
Lynch, Ulen.	Ladd, Cecil. ¹
McAvoy, Monica.	Pfaff, Dorothy.
Stegmerten, Henry J.	Roberts, Lucille. ¹
Florida:	Smith, Harley W. ¹
Austin, Henry S.	Montana:
Rou, Raymond. ¹	Gibson, Wallace.
Townsend, William H. ²	Nebraska:
Idaho:	Andrewjeski, Frank A.
Thompson, Clifford M.	Clark, Gladys.
Illinois:	Cowen, Ella.
Burns, Robey S. ¹	Cuscaden, T. Scott.
Peard, Forrest. ¹	Fry, Eugene.
Indiana:	Hladik, Emil.
Schowe, Ben M. ²	Jelinek, James.
Iowa:	Kuta, Stacia.
Courter, Hugh S.	Lewis, Bessie.
Dobson, Harry.	Marshall, Charles.
Evans, Grace.	Newell, Jean. ¹
Pearson, Mabel S.	Newman, Harold G.
Rasmusson, Arthur S.	Olson, Regina. ¹
Rendall, J. Leonard, jr.	Pearson, Ellen.
Schmidt, Charles J.	Trouke, Oscar.
Kansas:	New York:
Atkins, Ruth.	Ensworth, Clinton B. F.
Bradshaw, Mamie. ¹	Fancher, Frederic G.
Butterbaugh, Vernon L.	Knox, Edith Ruth.
Campbell, Dora.	Pulver, Henry J.
Davis, Leroy.	Tredwell, Sara.
Decker, Ralph.	North Carolina:
Dohrmann, Frank. ¹	Boggs, Edith S.
Ferguson, Gerald. ¹	Brady, Emma.
Foltz, Edward S.	Hamilton, Irene.
Harms, Geo. C.	Hunter, William Oscar.
Jespersion, Caroline. ¹	Zachary, Ophelia.
Moore, Frederick.	North Dakota:
Riley, Sylvan J. ¹	Heupel, Philip A.
Sawtelle, Lorraine. ¹	

¹ Admitted for school year 1914-15.

² Those not included in last report.

Ohio:

Hetzel, Edward M.
 Pilliod, Norbert.
 McConnell, Willard.
 Rumsey, Frances.
 Volp, Herbert C.
 Wondrack, John.¹

Oklahoma:

Harold, Ethel.
 Hazzard, Maude.
 Price, Guard S.

Oregon:

Kau, Marguerite.¹
 Mokko, Lilly.

Pennsylvania:

Durian, Walter G.
 Hughes, Frederick H.
 Rosenstein, Rebecca H.
 Sadelmyer, Louise.
 Wilhelm, Curtin.

South Carolina:

Morrison, Sallie.

South Dakota:

Hoisington, Flossie.

Tennessee:

Olinger, Oscar Ray.¹
 Osborne, T. Watson.¹
 Ozier, Claude V.¹

Utah:

Keeley, Alfred C., jr.
 Keeley, Kate Orr.
 Soderberg, Lillian.

Utah—Continued.

Wenger, Arthur.
 Wenger, Ray.

Virginia:

McInturff, Oliver W.
 Shannon, Russell R.

Washington:

Classen, Arthur B.
 Garrison, N. Carl.
 Gregory, Ethel.
 Loveall, Mary E.
 Maguire, Bessie.
 Mellis, William B.
 Peterson, Elsie T.
 Skoglund, John E.
 Thompson, Frank H.
 Willman, Kenneth.

West Virginia:

Watts, Lula.
 Watts, Narcissa.
 Wickline, Roxie.

Wisconsin:

Conover, Dorothy.
 Kollenbach, Mary.¹
 Toombs, Flora.

Ontario:

Burk, Elsie.
 Johnson, Lawrence Erle.

Saskatchewan:

Stephenson, Rachel.

Wales:

Davies, William J.

IN THE KENDALL SCHOOL.

Alabama:

Johnson, James.¹

Delaware:

Ellingsworth, Ida.
 Johnston, Florence.
 Johnston, Robert.
 Lynch, Edward.
 McCabe, Ellen.
 Peterson, Olivia.
 Roberts, Pearl.
 Sines, Mabel.

District of Columbia:

Allan, Raymond.
 Ball, Annie.
 Beaver, Benjamin.
 Berman, Frank.
 Bostwick, Mabel.
 Cicchoni, Antonio.
 Dunn, Delma.
 Goezt, Frances.
 Gray, William A.
 Hill, Frederick.
 Hutchins, Elsie.
 Kenny, Emmet.
 Miller, John.
 Miller, Mildred.
 Minter, Leonidas.
 Moore, Agnes.
 Moore, Cecil.
 Neitzey, Annie.

District of Columbia—Continued.

Norcia, Rosie.
 O'Neil, Virgie.
 Pearson, Pearl.
 Pucci, Luigi.
 Reed, Florence.
 Ridgeway, Francis.
 Rowzee, Reuben.
 Scott, W. Carlisle.
 Stark, Leonard.
 Turner, Harry.
 Werdig, Robert.

Illinois:

Cordano, John.

Iowa:

Jamison, Fern.

Maryland:

Bowen, Clyde.¹

New Mexico:

Dwyer, Helen.
 Dwyer, Irene.

Ohio:

Pilliod, Norbert.

Texas:

Wheeler, Elma.

Saskatchewan:

Stephenson, Rachel.

Wales:

Davies, William J.

¹ Admitted for the school year 1914-15.

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the last Thursday in September and closing on the 24th of December; the second beginning the 29th of December and closing the next to the last Friday in March; the third beginning the following Monday and closing the Wednesday before the last Wednesday in June.

II. The vacation is from the Wednesday before the last Wednesday in June to the last Thursday in September.

III. There are holidays at Thanksgiving, Christmas, Washington's Birthday, Easter, and Decoration Day.

IV. Pupils may visit their homes during the regular vacation and at the above-named holidays, but at no other time unless for some special urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually in advance.

VI. The charge for pay pupils is \$350 per annum. This sum covers all expenses in the primary department except clothing and extraordinary medical attention, and all in the college except clothing, books, and extraordinary medical attendance.

VII. All deaf-mutes of teachable age, of good mental capacity, and properly belonging to the District of Columbia are received without charge. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, so far as the means at its disposal will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 9 a. m. and 3 p. m. Visitors are admitted to chapel service on Sunday afternoons at 5 o'clock.